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ABSTRACT

The author provides a systems approach to the individualized educational plan (IEP) process which provides the information necessary to meet the program planning, implementation, and review elements required by P.L. 94-142 (Education for All Handicapped Children Act), while encouraging the development of interdisciplinary cooperation and coordination necessary to meet the needs of the severely handicapped. Sections address the following components: assessment (including evaluation in such areas as activities of daily living); the educational plan (a sample plan is given); formulation of prioritized goal areas (which involves identifying appropriate service deliverers, identifying objectives affecting multiple skills/activities; determining support skills, and identifying support elements and equipment); and alternative uses of service plan information. (SBH)

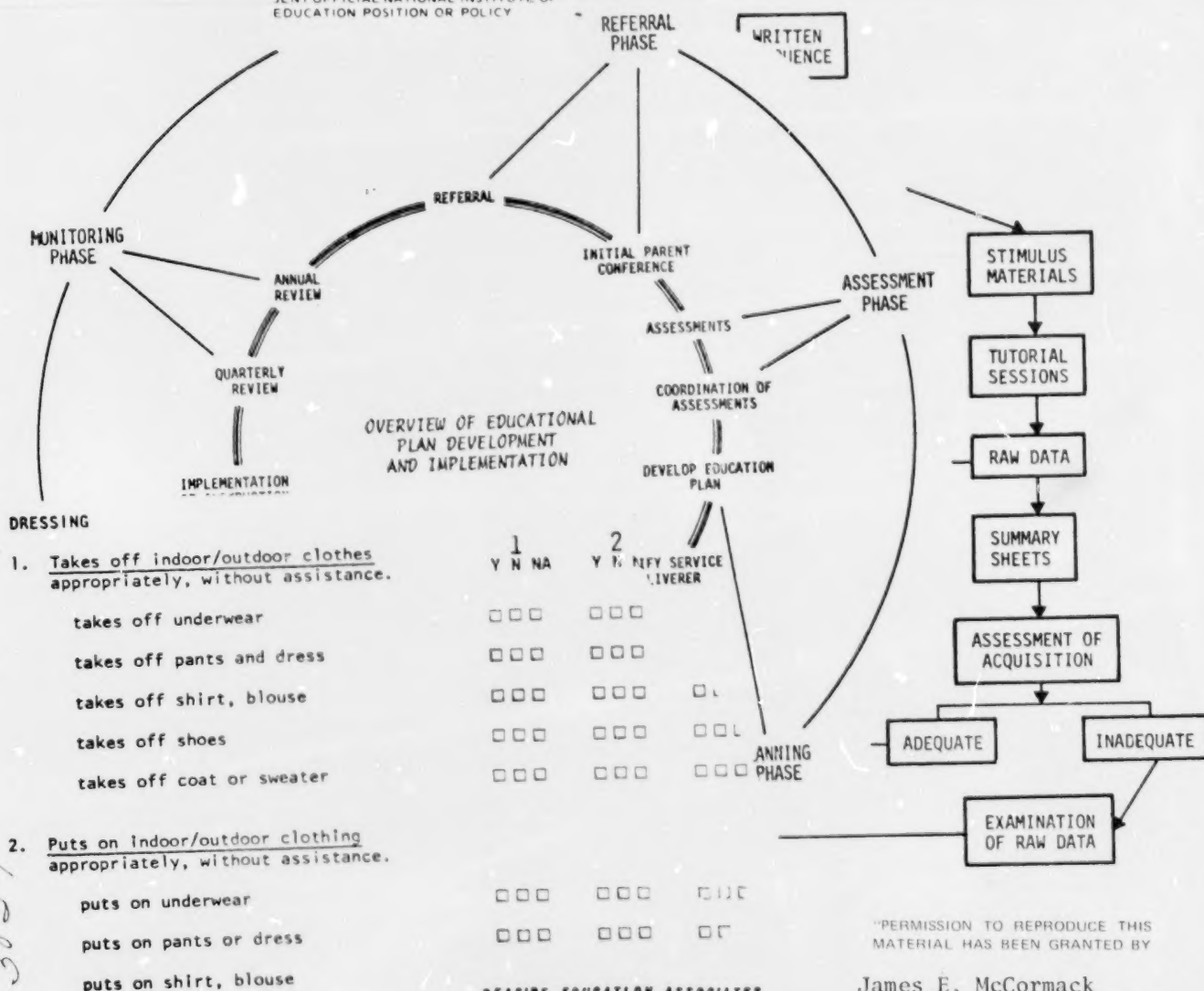
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DEVELOPING INDIVIDUALIZED EDUCATIONAL PLANS FOR THE SEVERELY HANDICAPPED a systems approach

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DEVELOPING INDIVIDUALIZED EDUCATIONAL PLANS
FOR SEVERELY HANDICAPPED LEARNERS: A SYSTEMS APPROACH

As a result of previous policies, Public Law 94-142 (Education of All the Handicapped Act) will require most SEAs and LEAs to make some radical revisions in their educational service delivery capabilities and procedures. Two of the more controversial aspects of the law (probably because of the amount of change they require) are developing individualized educational plans (IEPs) for all handicapped students and providing services to severely handicapped students. Some critics of the law contend that one is an outgrowth of the other; specifically, performance based IEPs are only useful for severely handicapped students who are working on basic motor, ADL or precognitive skills, whose behavior changes little from year to year, who are capable of learning only simple behavior chains and for whom behavior modification is the most appropriate instructional tactic.

These views represent a significant lack of understanding of both IEPs and severely handicapped students. The development of IEPs for severely handicapped students is complex, time consuming and a potential hostility-provoking activity. The difficulty in developing IEPs lies not in the specification of expected outcomes; that issue is more philosophical than practical. Rather, it lies with the process of selecting appropriate objectives, service deliverers and service locations. One way of coping with the many requirements of IEP development involves the implementation of a simple systems approach. A prerequisite for the establishment of such an approach is an understanding of the potential problems and promises of the IEP process.

The development of individual educational plans (IEPs) is crucial to the educational reform mandated by Public Law 94-142, for these plans establish the foundation for an information model which allows systematic planning and monitoring of individual student performance. These plans also provide an objective basis for the allocation of school system resources. With its statements of current functioning, goals and specific objectives, the educational plan makes possible in-depth ongoing evaluation of educational service delivery components, which in turn, provides an empirical basis for the reorganization of educational systems.

In the past, precise educational planning has been difficult because of a general lack of information necessary for accurate decision making. Serious professional, legal, and fiscal obstacles have mitigated against the effective collection and use of educationally relevant information. Inter-disciplinary planning for individual students frequently has been incomplete with regard to the range of disciplines involved and the depth of effort (Hart 1977). P.L. 94-142 presents a provocative and much needed opportunity to progress beyond these constraints to a new level of detailed inter-disciplinary planning for all handicapped students.

The IEP provides the instructional lattice (Figure 1) on which assessment results, program objectives, service delivery, and evaluation can be woven into a comprehensive educational endeavor. The successful implementation of such an instructional lattice will require a significant modification in the perceived role of many professionals.

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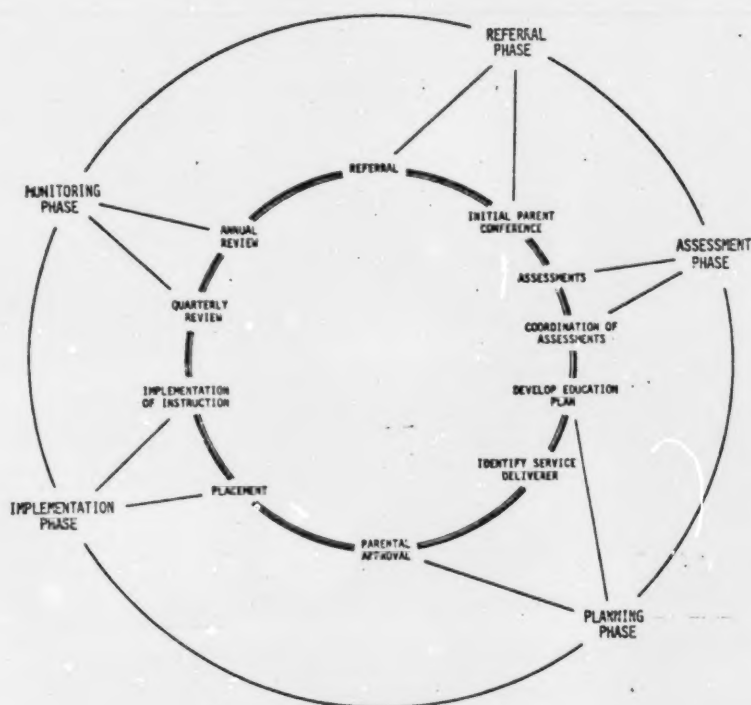


Figure 1. Lattice for the development of educational plans.

With its requirement for statements of current performance and specific objectives, the IEP will necessitate a significant modification in existing assessment procedures. The IEP requires professionals to become less concerned with comparing students across normative levels and more concerned with comparing various instructional tactics in relation to prestated objectives. Crucial to this change is the shift in orientation of educational assessment from the determiner of disability category to the determiner of individual needs.

To gather information for decision making, educators historically have relied on a variety of testing procedures: some predictive, some projective, but most comparative. Educators and parents alike have complained that culturally biased, normative scale dominated approaches used for making placement decisions were disjointed, irrelevant, counterproductive and inaccurate.

This reorientation of assessment will be but one area that will require some substantial changes in the responsibilities of professionals. More than ever before, all professionals will have to forgo the isolation of their classrooms, clinics, laboratories, etc., and submit their detailed assessment findings and recommendations to the anvil of educational accountability. Professionals will have to arrest the desire to look upon findings as absolute and be prepared to defend their evaluation statements and summative projections.

Although it offers many opportunities, IEPs also contain numerous potential pitfalls. If the IEP is too specific in regard to objectives, tactics, and service delivery, it may deter from innovation, creativeness and immediate situational leadership. IEPs may eliminate the spontaneity of instruction by making it impossible for teachers to shift objectives and tactics when student performance indicates a need for change. To limit teachers in their decision making regarding instructional tactics only invites bureaucratic policies and the frustrations that accompany them. Furthermore, communications with parents may become injected with instructional specifics and due process jargon. On the other hand, if the IEP is too general to evaluate students' progress and/or program effectiveness, it will weaken the efforts of school personnel to meet the individual student's needs because it will be difficult to make performance based changes in instruction.

The greatest threat to the successful implementation of IEPs is that they will become totally bogged down in bureaucratic paperwork. This paperwork often has little instructional relevance. The collection and recording of great amounts of unused information requires service deliverers to spend substantial amounts of time away from students, and it involves considerable clerical support. More importantly, it breeds a careless atmosphere; so much information is collected that the teacher's primary desire is to do it quickly rather than to do it well. These negative aspects develop in a situation in which initially supportive staff become hostile to educational innovation.

The objectives of the educational plan also can provide the basis for determining the prerequisites for movement through a system's educational programs, i.e., to less restrictive environments. They also provide a basis for the reorganization of the service delivery network and for the allocation of educational resources and planning

of in-service training. If the IEP process is to be successful, the school system must recognize its responsibility for coordinating various new tasks. These new tasks cannot be implemented by delegating them to existing individuals and organizational structures. IEPs are a new responsibility for most districts and, therefore, require new support structures. IEP team chairpeople (responsible for organizing the planning process) support personnel for teachers who have to leave their classrooms to attempt planning meetings, and building based in-service trainers are only some of the new roles required by the IEP process.

Although it requires considerable amounts of time and effort, the IEP process can provide exciting new directions for both students and teachers. For the first time, there is a significant educational commitment to develop objectives and tactics specific to the individual student's needs. The IEP provides school administrators and professionals with a tangible basis for making decisions and for evaluating progress. Also, school administrators and professionals would have a recognized procedure for determining how to assist individual handicapped students to acquire skills, broaden their capabilities, thus increase their life options.

The assessment/planning Team must assure that certain critical factors are discussed and/or considered during the process in order to insure the meeting of students' needs. The development of IEPs follows a particular sequence beginning with the assessment of the student and ending with a written educational plan. The foundation for a coordinated, comprehensive, implementable educational plan is established during the assessment phase.

Assessment

To obtain essential information, the Evaluation Team conducts a series of assessments. Through assessment, the Team acquires the knowledge of the student's skills, limitations and learning style. The Team will use this information to develop a coordinated twenty-four hour school/residential training program (McCormack & Audette 1977) by specifying objectives, service deliverers, etc. As the Team identifies the details, it must continually integrate five fundamental service concepts into the plan:

- * whole person planning - specific objectives and activities which relate to the student's overall physical, social, emotional, and intellectual development should be established.
- * integrated/cooperative planning - all those involved with the student's training should be involved in the planning process. A cooperative relationship should be established between the school and residence.
- * minimum interruption of the rhythm of existing activities - Staff attitudes should be considered when planning for students whose objectives or placements require major modifications of existing schedules or procedures.
- * cost effective delivery of the lowest possible level of sophistication - allocation of resources should be made realizing that para-professionals can make major contributions toward the attainment of various objectives.
- * least restrictive environment - all services should be provided in the environment which is closest to that of peers and which can support the student's current skill development efforts.

The identification of the needs of severely handicapped students requires a variety of assessments. The assessments must provide the Team with a comprehensive understanding of the student's current capabilities. The basic components of the evaluation are:

- educational history and status - the appropriate school official provides a historical perspective, in narrative style, of the programs, services and objectives characterizing the student's education.
- medical examination - the purpose of this assessment is to determine and report any physical factors which may influence the student's performance. The summary report should delineate identifiable constraints on the student's performance.
- Specifically, the comprehensive health examination summary should consist of three major sections: a review of past and present medical problems, a physical examination and a statement of current health management activities. The review of past and present medical problems should consist of a report of findings and the problem's educational relevance of those findings. The physical examination section should cover all those areas that might have educational relevance. The medical report should indicate the physician's findings and their possible educational relevance. The health management section should summarize all forms of treatment which the student is presently undergoing. Information should be provided on the condition and the treatments' frequency and effectiveness. Again, the report should indicate if any of the treatments have possible educational relevance.
- out of school performance - a social worker visits the parents (with institutionalized students, the responsible supervisor) to determine their attitudes and goals regarding the student. The information collected should also indicate how the learner behaves in the home and relates to his peers and family. The information collected is divided into two major sections: one about the student (health, interaction with peers, developmental history, etc.), and the other about the child/family interaction (parental goals, home environment, etc.).
- educational performance - this report indicates specific details regarding the students current level of functioning in the classroom setting.

The educational assessment has proven to be a weak link in the assessment chain. The other professions involved in the Team have more experience than educators in working with severely handicapped individuals, conducting performance based assessment and writing detailed prescriptive treatment plans. Over the years, they have developed tools to allow them to detail critical performance variables. Educators, on the other hand, have only limited experience with severely handicapped individuals, so most educational assessment tools are generally not functional for determining the performance of severely handicapped students. Likewise, few educators have experience at using detailed assessment results to pinpoint specific objectives.

For many years, the traditional assessment device used in special education has been the standardized intelligence test. The IQ test, as well as most other formal assessment instruments, served to determine a categorical group label - mentally retarded, emotionally disturbed, and historically, special class placement has followed based on label, not individual needs (Throne 1972, Baumeister 1965). As a result, the student was often expected to fit into a set classroom instructional process regardless of individual needs. (Ironically, the inability to adapt to whole class instruction was usually the reason for the learner's initial referral for special services).

Aside from being misused in labeling children, the standardized test does not provide the teacher with the type of detailed information necessary to develop meaningful educational objectives (Hammill, 1971, Barnes, 1973, Mercer, 1973). Therefore, it has generally been necessary for teachers to develop their own informal assessment

procedures in order to determine a learner's level of performance.

Although there is general agreement on the deficits of format tests, especially intelligence tests, there is little agreement on an alternative assessment approach. Recommendations include using a selected short-duration behavior sample assessed with a standardized device to provide information designed to answer specific questions (ITPA, WISC, etc.). Unfortunately, such a device, like the intelligence test, is based on a behavior sample that is not necessarily representative of the student's actual abilities. The results often are not accurate because of the unusual environmental conditions in which the assessment occurs. These devices also are incapable of providing the specific information required to select individually appropriate objectives.

As an alternative, various efforts have been made to develop systems for obtaining more precise descriptions of a student's level of functioning. Specific performance statements is a system which allows the teacher to prescribe appropriate instructional objectives, methods and materials, while at the same time facilitating communication among those responsible for the student's education (parents, teachers, administrators, etc.).

Building on the concepts initially embodied in the Vineland Social Maturity Scale, groups and individuals have developed a variety of behavioral checklists or scales to assess performance. In this format all behaviors or skills to be rated are listed and appropriate performance categories checked. Performance is reported by individuals familiar with the student or a direct observation. Over the past few years various behavioral rating instruments have been developed. The most commonly used are the Vineland Social Maturity Scale (Doll 1947), Cain-Levine Social Competency Scale (Cain, Levine & Elzey 1963), AAMD Adaptive Behavior Scale (Nihira et al. 1974), Balthazar Scales of Adaptive Behavior (Balthazar 1973), Camelot Behavioral Checklist (Foster 1974), Portage Project (Leddist, Shearer et al. 1970), TARC Assessment System (Sailor & Mix 1975) and the Pennsylvania Training Project's Individual Assessment Guide (Sommerton & Turner 1975).

Generally, rating scales attempt to determine the learner's behavior through an interview, conducted by an assessor, with an individual who knows the student well enough to report on the student's typical performance regarding each item. As previously stated, the nature of the items usually require that the rater has had opportunities to observe the child in various situations (Freeman 1962). Since these scales generally rely on selected representative items to assess behavior clusters, they have some of the same drawbacks as standardized tests.

One system, intended to avoid the pitfalls of "representative" items, involves the assessment of all behaviors, in the skill cluster about which the assessor has to make diagnostic statements, coupled with the basing of those statements on an extended observation period rather than a short behavior sample. The major drawback to this approach is the time one assessor requires to observe the student to ensure observation of all the behaviors under investigation (Lindsley 1970, Nunally 1964). One way to avoid this difficulty is to increase the number of observers and, thus, make it possible to collect the required information without one individual spending an extended period observing.

Due to the need to have specific statements of current performance many Teams have adopted a checklist device developed by a special project of the Massachusetts Department of Education. The Educational Evaluation and Planning Package, concentrates on seven skill areas (ADL, motor, early language, socialization, advanced language, mathematics, & vocational). Each skill area is divided into three components: a screening device, performance statements (a developmental list of specific skills) and a next step chart (a gross arrangement of skills to facilitate the development of a ten month educational plan).

The Educational Evaluation and Planning Package follows a format similar to other rating scales (e.g., Cain, Levine, Vineland); it goes beyond them only in specificity. Initially, the assessor selects those skill areas applicable to the specific student (for example, ADL, motor development, early language) and eliminates those not applicable (advanced language, mathematics, vocational). Then the assessor uses the screening device (Figure 2) for each skill group and pinpoints those skill clusters that require detailed assessment. Once target clusters are pinpointed, the assessor reviews the specific statements in those clusters indicating the student's level of performance based on observation and, if necessary, performs an in-situ evaluation of particular skills. Figure 3 shows a possible scoring of the "puts on indoor/outdoor clothes" skill cluster.

ADL Screening Assessment

Each part of the screening device corresponds to a cluster of performance statements; the underlined words indicate the cluster name. The statements have been selected as representative of the cluster. Within each part, check "Yes" if the student displays the skill at appropriate times and places and without assistance. Check "No" if any aspect of the student's performance does not meet those criteria. Check "Non-Applicable" (NA), if performance is medically impossible or developmentally inappropriate. The evaluator should then complete the entire screening device.

In cases where all responses on the screening device are "Yes", the screening device can serve as the complete ADL evaluation. If any cluster has one or more "No" responses, the evaluator should complete the performance statements for that cluster.

DRESSING

1. <u>Takes off indoor/outdoor clothes</u> appropriately, without assistance.	1 Y N NA	2 Y N NA	3 Y N NA	4 Y N NA
takes off underwear	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
takes off pants and dress	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
takes off shirt, blouse	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
takes off shoes	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
takes off coat or sweater	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
2. <u>Puts on indoor/outdoor clothing</u> appropriately, without assistance.				
puts on underwear	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
puts on pants or dress	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
puts on shirt, blouse	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
puts on shoes	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
puts on coat or sweater	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Figure 2. ADL Screening Device

ACTIVITIES OF DAILY LIVING

sub-skill: DRESSING

cluster: TAKES OFF Indoor/Outdoor CLOTHING

1.

performance statements:

	PERSON'S SKILL IMPROVEMENT	TYPE OF ASSISTANCE			MOST APPROPRIATE TRAINING SETTING	TRAINING REQUIRED IN			UNDESIRABLE/NOT APPLICABLE	COMMENTS
		Verbal	Demonstration	Partial Physical		Total Physical	Motor	Cognitive		
Extends arms to assist.	X									
Extends feet to assist.	X									
Takes off coat.	X									
Takes off hat.	X									
Takes off scarf.	X									
Takes off mittens.	X									
Takes off gloves.	X									
Takes off sweater (open).	X									
Takes off pullover.	X									
Takes off shirt/blouse.	X									
Takes off pants.				X		I	X			difficulty with snaps
Takes off shirt.									X	
Takes off dress.									X	
Takes off socks.	X									
Takes off shoes-slippers.	X									
Takes off underpants.	X									
Takes off undershirt.	X									
Takes off slip.									X	
Takes off nightclothes.	X									
Takes off boots.				X		I	X			snaps
Takes off bathing suit.	X									
Takes off tights.									X	
Takes off bra.									X	
Takes off sanitary belt.									X	
Takes off barracket.									X	
Takes off tie.					X	I	X			

Figure 3. Sample ADL assessment sheet.

Performance terms provide a basis for common communication among team members and for later analyzing the learner's progress. The various other performance variables collected during the assessment process also can provide an excellent basis for identifying the best learning environment, teaching tactics and instructional materials. In this way, the assessment provides the information which will be essential to the educational planning and implementation process.

After the various assessments are performed, the psychologist goes through all the reports to develop a "coordination of assessments" report. The psychologist also examines the assessments for potential gaps, conflicts and areas requiring a specialist's (occupational therapist, physical therapist, speech therapist, etc.) assessments. When all the necessary information is available, the Team needs to begin developing the educational plan.

By using the checklists, the assessor can report the results of the assessment in terms of performance. If discrepancies in evaluation or a need for more information arose, the psychologists/coordinator of assessments would meet with the student and assess any unclear skill areas' strengths and weaknesses. The assessment Team can use the resulting statements of current performance to determine appropriate goals and as a basis for developing the specific objectives.

The Educational Plan

The written educational plan represents the culmination of the planning process. Once the plan is developed, indicating instructional goals, objectives, etc., the responsibility falls to the school representatives to allocate the required resources, to the parents to react to the completed form, to the service deliverers to implement the plan, and to the liaison person to monitor performance. Aside from those instructional aspects, the plan is used for numerous administrative purposes, including the protection due process rights, fiscal audits, program audits, reports to SEA personnel, etc. In essence, the educational plan is the foundation for all services to the student.

P.L. 94-142 outlines the educational plan as an instructional document with goals, objectives, learning style, etc. If the format is to reflect this orientation, its design must allow for the clear communication of the information derived from the assessment process to all of those working with the student (parents, teachers, specialists, etc.). To do this, the format must avoid the use of legalistic, psychological, and educational jargon. It must concentrate on providing clear statements of expected performance outcomes.

Specific instruction information, as well as that information required for administrative purposes is critical to meeting the philosophical and legal requirements of P.L. 94-142. However, requiring all this information presents a serious obstacle to the development of a viable educational plan format in that, the need to provide many different types of information to numerous audiences (parents, lawyers, teachers, administrators, specialists, SEA staff, etc.) can result in a totally unmanageable format.

A critical issue in the IEP development concerns the scope of the plan as a whole and the depth of each component. These issues have significant effects on the specificity of the resulting plan. Planners should be aware of the ramifications of including any specific item on the plan, especially with regard to the time required to complete the item as compared with its usefulness to the service deliverers.

To demonstrate some of the advantages and disadvantages of various IEP forms that can be used with the severely handicapped, the Massachusetts educational plan form will be used as an example.

The Massachusetts Education Plan is an example of a planning document covering a complete school year. Although similar to P.L. 94-142 with regard to plan development, the Massachusetts Special Education Law, Chapter 766, has some significant differences. Among these are that non-categorical individual plans are developed for all referred students, and the determination of special needs is based on the services required to meet the plan's objectives not assessment results.

The Massachusetts educational plan format reflects a strong behavioral interpretation of the complex Chapter 766 Regulations (1975). This format consists of elements that require specific behavior statements regarding assessment data, objectives, movement to less restrictive environment, etc. The major elements of the Massachusetts format (Figure 4) are:

1. situational information: name of student, address, team participants, period covered by the plan, etc.
2. general objectives (annual goals): what are the long term goals (one year) for the student? These goals, based on assessment results, should be developmentally rational, reflect parental priorities and aim for the student's movement to a less restrictive environment. Each goal should be prioritized to provide a basis for trade off decisions if they become necessary.
3. learning style/physical constraints: suggested instructional information which, if known by service deliverers, would enhance the student's attainment of objectives. Information such as recommended instructional strategies (behavior modification, play centered, etc.) and tactics (reinforcement preferences, attention span, interest areas, etc.). Any physical/medical constraints (including effects of medication) also should be provided when they have possible instructional ramifications. Summaries of assessment results should be attached to the plan.
4. specific objectives: what are the instructional objectives for the student? The objectives should reflect the various goal statements and should be coded so that it is possible to easily match objectives to their parent goals. Objectives should be stated in terms of measurable terminal behaviors.
5. objective implementation information: the team should indicate, by quarter that an objective should be undertaken. The team has to develop objectives that cover the student's annual educational program. Many systems modify the form to use school quarters rather than three month quarters. Some communities use records for the amount of time (per week) that will be devoted to each objective. Also indicated, is the size of the instructional group in which the student will demonstrate the objective.
6. recommendations of the Special Education Administrator: the administrator must indicate the type of program (regular/special) in which the objective will be implemented. If the service is part of the regular education program, the administrator only indicates the recommended start date (this must be later verified by the building principal). If the service is to be delivered as part of the special education program, the administrator must indicate the start date, service provider and service location.

Page 1 of ____

Identification

9 CX 103

School West Elementary

Type of Full
Evaluation

EDUCATIONAL PLAN:
GENERAL AND SPECIFIC OBJECTIVES/DELIVERY OF SERVICES

1. Name Jane Doe Date of Birth 8-10-65
Address 36 Blaken Road City Rochester, MA

2. Participants:

Name	Position	Name	Position
Robert Johnson	Teacher	David Roberra	Special Education Admin.
Bill Williams	Rehab Specialist	Lee Edwards	MD
Mr. & Mrs. Doe	Parents		
Ruth Jackson	(chair Principal person)		

3. This Educational Plan covers the period 3 Sept 75 to 2 Sept 76

4. General Objectives:

Based on the various demonstrated performances as indicated by the assessments, what are the general long term (one year) objectives for the student?

Pri. No.	
1	Acquire independence in self-care
2	Orally communicate basic needs
3	Acquire pre-academic skills
4	Develop situationally appropriate behavior in social settings
5	Improve gross (mobility) and fine (hand-eye) motor skills

Attach extra sheet if necessary

Figure 4. Sample education plan (Massachusetts format).

Learning Style/Physical Constraints

Learning Style/Physical Constraints
Provide information relevant to the instruction and attainment of objectives.

This learner generally needs a one to one instructional setting although is able to work in small groups when working on familiar tasks, has good receptive language and is usually able to follow 3 step commands. Has difficulty in processing cluttered visual materials. Expresses self mainly through gestures. Works well for social praise and has participated in a token economy. Tends to stop attending to task after three or four consecutive incorrect responses. When working on new tasks requires one to one instruction area. Can work independently for up to twenty minutes in familiar tasks.

Receives medication for thyroid at noon. No motor constraints although slow to regain walking skills after recently breaking leg in climbing accident.

Attach extra sheet if necessary.

6.1
6.2
8.3

CORE EVALUATION TEAM					
Est. No.	Spec. Obj.	Specific Objectives	Quarter (12 Mo./Yr.) 1, 2, 3 Mo. Intervals	Class	Skill Group
1		Self Care			
1	1	Zips appropriately and without assistance front one piece zipper	•		• •
1	2	Buttons without assistance front buttons	• • •		•
1	3	Puts clothes on right side out without assistance	• • • •		•

ADMINISTRATOR OF SPECIAL ED/DESIGNEE			
Prog.	Start Date	Service	
Mo./Day/Yr.		Provider	Location
• 1 Sept		Mr. Johnson teacher	West Elementary 1492 Columbus Road Fitchester, MA
• 1 Sept		teacher	school
• 1 Sept		teacher	school

6.1

6.2

8.1 8.2

8.3

Page of

CORE EVALUATION TEAM									
Rel. No.	Spec. Obj. #	Specific Objectives	Quarters (12 Mo./Yr.) 1-2... 3 Mo. intervals			Class	Small Group	Individual	Self
1	4	Ties shoes appropriately without assistance	*	*	*	*			*
1	5	Showers self completely appropriately & without assist.	*	*	*	*			*
1	6	Blows and wipes nose (a & wa)	*	*					*
1	7	Brushes teeth without assistance	*	*	*				*
1	8	Cuts food with knife (a & wa)		*	*	*			*
5		Gross & Fine motor							
5	9	Walks appropriately upon request in classroom	*						*
5	10	Walks appropriately in all environments	*						*
5	11	Walks up stairs two feet to a step	*						*
5	12	Walks up stairs alternating feet one per step	*	*					*

ADMINISTRATOR OF SPECIAL ED./DESIGNEE			
Prog.	Start Date Mo./Day Yr.	Service	
Spec.		Provider	Location
*	3 Sept	Teacher	School
*	1 Sept	Teacher	School
*	11 Nov	Teacher	School
*	11 Nov	Teacher	School
*	27 Jan 76	Teacher	School
*	3 Sept	Mr. Williams Rehab. Special	School
*	11 Nov	Teacher	School
*	3 Sept.	Mr. Williams Rehab. Special	School
	11 Nov	Teacher	School

6.1 6.2

8.1 8.2

8.3

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CORE EVALUATION TEAM									
Pr.	Spec.	Obj.	Specific Objectives	Quarters (12 Mo./Yr.) i.e., 3 Mo. Intervals	Class	Small Group	Indivi- dual		
5	13		Walks down stairs two feet to a step	a a				a	
5	14		Walks down stairs alternating feet one to a step	a a				a	
5	15		Hold crayon/pencil appropriately	a a				a a	
5	16		Scribbles/colors within defines areas on paper	a a				a a	

ADMINISTRATOR OF SPECIAL ED./DESIGNEE			
Prng.	Start Date	Service	
Spec.	Mo./Day Yr.	Provider	Location
a	3 Sept	Mr. Williams Rehab. Special.	School
a	11 Nov	Teacher	School
a	3 Sept	Teacher	School
a	11 Nov	Teacher	School

7. Participants (Signatures)

R. M. Johnson
Bill Mullins
Robert Johnson
David Roberts
Carol Edwards

Principal

Rehab. Specialist

Teacher

Special Education Admin.

MD

9. Additional information:

work on objectives will continue
during the summer at Rochester Day Camp.

10. Program Prototype: Essentially Separate

11. Criteria (demonstrated skills) for student's movement to next less restrictive program prototype.

"Regular education with not more than 60% special services".
 is the next least restrictive. Ability to participate in and benefit from structured group activities, put on and remove outside clothes without assistance verbally indicate needs, climbs and descend stairs, eliminate all stereotyped behavior.

12. Describe this student's transportation plan.

ride the school bus with peers

13. Designated liaison person. Name: Mr. Robert Johnson
 Position: Teacher, West Elementary School

14. If placement outside the LEA is recommended complete the following:

I certify that the (facility) _____ is able to provide the services required by this plan.

Signature _____ Date _____
 (Director of Accepting Facility)

15. I certify that the above objectives are those recommended by the core evaluation team, and that the above indicated services will be provided.

Signature David Roberts Date 10 August 1975
 (Special Education Admin./Designee)

16. I certify that the above objectives are those recommended by the core evaluation team, and that the above indicated services will be provided.

Signature Ruth Jackson Date 15 August 1975
 (Building Principal)

17. Response of Parents/Guardian/Student:

a. ☐ I accept the educational plan outlined above.

b. ☐ I DO NOT accept the educational plan outlined above.

c. Comments: _____

_____ Date _____

I understand that I may seek a second opinion or independent evaluation as provided in the Chapter 766 regulations.

Signature _____
 Parent/Guardian/Student)

7. additional information: the administrator should list any information not otherwise recorded on the plan which is relevant to program implementation (unusual daily program duration, unique scheduling of services, etc.).
8. criteria for movement to next less restrictive environment: what is the next less restrictive instructional environment and what behaviors must the student exhibit to move to that environment. When appropriate, this section should indicate what impact attainment of the plan's objectives will have on placement. This section is also indicated, if the student's movement to that environment may be prevented by items unrelated to the student's behavior (no wheelchair ramps, inappropriate transportation, etc.).
9. describes student's transportation plan: if the student requires special transportation, the administrator should indicate type of vehicle, time/length of travel and if any support personnel (in addition to the driver) will be required.
10. designated liaison person: the administrator in collaboration with the team should record the name and position of the person designated to monitor the student's progress and to oversee regular reviews of the program.
11. certification of appropriate program locale: the special education administrator certifies that special education services will be delivered by special education staff; the principal certifies that regular education services will be delivered by building staff and if necessary, the head of any outside facility (school, hospital, etc.) certifies that it can deliver the indicated services.
12. parents response to the plan: the parents indicate their acceptance or rejection of the plan, along with any appropriate comments.

A critical aspect of the Massachusetts plan is that despite its specificity in certain areas, it does not require detailed implementation information, i.e., task analysis, strategies or techniques, mastery level, etc. This characteristic has been viewed as both beneficial and detrimental. Some believe that it leaves the service deliverers freedom to use their skills; others believe it leaves the service deliverers with most of the work and all of the accountability.

Completing the Education Plan

Once assessment results are established, the Team should formulate prioritized goal areas, (e.g., dressing, receptive language, pre-vocational), that the student will be working in for the next year and then list out potential next step objectives in each area (see Figure 5 for an example of a next step chart). These objectives should be based on assessment results and be developmentally rational, reflect parental priorities and represent movement to a less restrictive environment.

After potential objectives are identified, the Team should determine if those objectives can be attained through the modification of the physical and/or behavioral environment (Figure 6A). Possible actions include removing physical obstacles (widening toilet stalls), providing assisting devices (hand bars), prescribing prosthetic devices (dorsal feeding splints) or modifying the inherent consequences of the environment (eliminating punishment, arranging positive consequences, etc.).

Skill Cluster Chart: Activities of

MOTOR SKILL PREREQUISITES									
passive, follows objects with eyes, no coordinated movement	finger grasp, can reach head	finger play, begin coordinated movement	grasps, manipulates, lets go, turns head	plays with feet, rolls over, uses one hand to manipulate	can sit alone, engages in drop and retrieve	simple imitation (claps), can pull a string toy	begins to creep	has pincer grasp	in
eating	• sucks, swallows, takes various foods if fed	• holds bottle (or feeder's hand) while being fed	• begins to gum	• holds bottle to feed	• tries to finger feed solids, puts fingers in mouth	• holds spoon with one hand (does not get it into mouth)	• gets spoon into mouth (usually inverted)	• feeds semi-solids with spoon, finger feeds with palmar grasp	• finger feeds solid food, assists in holding cup to lips, bites off food
dressing	• passive, begins to develop body awareness	• holds on to parts of clothes while being dressed	• holds on with two hands	• holds and releases various articles of clothing	• pulls off socks, completes rolling over initiated by adult during dressing	• assists in removal of clothing by extending hands and feet	• finishes pulling on/off jerseys or tops, pushes arm through sleeve	• pulls open fasteners, ties, pushes feet through pantlegs	•
grooming	•	•	•	•	• removes damp cloth if placed on cheek, extends legs during changing	• brings cloth to face and wipes one cheek, brings objects to head	•	• places hand under running water if held to sink, brushes hair manually	• extends hands for drying, assists in washing by wiping cloth over body in both
housekeeping	•	•	•	•	•	•	•	• tries to carry items while creeping	• carries objects in hands while creeping

Figure 5. Next step chart for ADL skills.

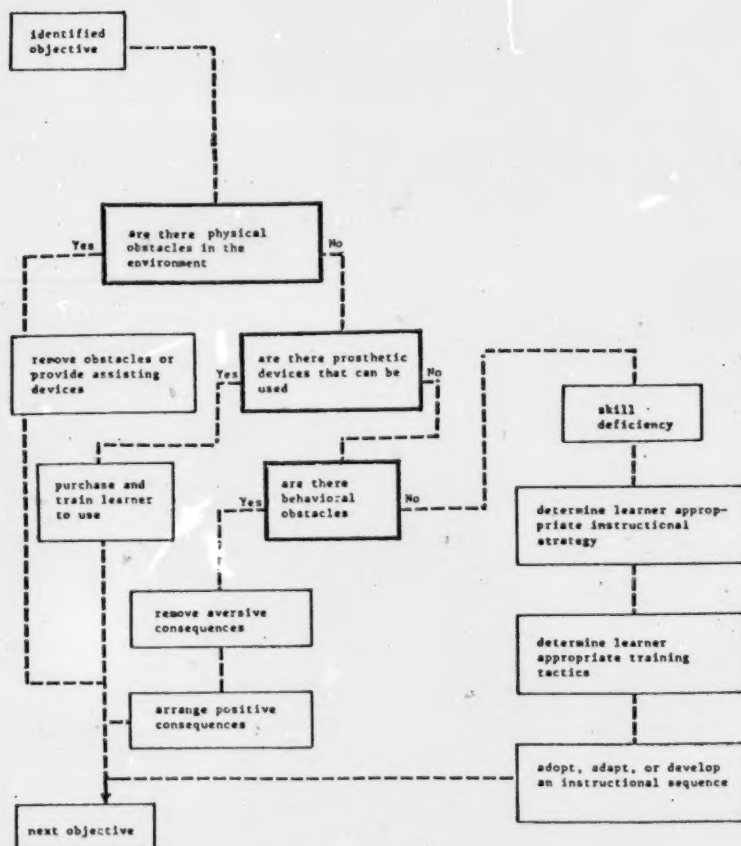


Figure 6. Alternative reactions to identified objectives.

If environmental modification is not sufficient to assist the student to demonstrate the skill then it usually is necessary to determine an appropriate instructional intervention. This involves identifying appropriate strategies and tactics, and, if possible, materials. Given the student's level of functioning in various skills and overall performance patterns, what procedures should be used in the intervention? Some strategy decisions include the type of intervention (play centered, behavior modification, neotraditional, etc.), size of instructional groups (one to one, small group, etc.), and classroom support activities. Tactics refer to factors such as primary receptive/expressive modes, reinforcement preferences, attention span, etc.

Identify appropriate service deliverers: The Team should determine and record who is the most appropriate service deliverer for each objective (e.g., physical therapist, teacher, etc.) and the time (how much, how often) to be devoted to the objectives. In addition, the Team should indicate the most appropriate location for the service to be delivered at. Next, the Team must determine the location where each service will be delivered. While conditions are not always normalized settings (i.e., eating breakfast in a dining room, not bedroom). If a significant percentage of tasks cannot be conducted in appropriate settings and the environment cannot be modified, serious consideration should be given to moving the learner to a more appropriate setting.

Identify objectives affecting multiple skills/activities: The Team should indicate on the worksheet any objectives that relate to multiple skills or objectives that will be worked on during time gaps in the daily schedule. Items listed here may include:

- skills necessary to perform various other activities (e.g., mobility).
- activities during short, frequent, unstructured time blocks (e.g., periods between various activities that might become dead time unless some general alternatives are established to apply to these situations).
- objectives that relate to the elimination of disruptive behaviors that interfere with the acquisition of other skills.

Determine support skills: The Team should list any objectives which although not specific daily skills, are essential to support skill acquisition and maintenance. Skills considered here may include:

- sensory awareness
- perceptual accuracy
- spatial relations
- visual/auditory memory
- tactile discrimination
- sound imitation
- receptive language
- expressive language
- recreation (structured and free time)

Identify support elements and equipment: The Team should state the support elements: environmental modification, staff inservice, and/or equipment, necessary for the learner to effectively acquire the desired skills.

Examples of such statements are:

- the staff will receive fifteen minutes of inservice per week from a registered physical therapist who is either the learner's PT or has coordinated the inservice with the learner's PT
- handbars on one bathroom commode
- specially modified spoon

Alternative Uses of Services Plan Information

The completion of these activities should provide the Team with a comprehensive picture of the student's current level of performance and service requirements. This approach assists all involved in service delivery to see the inter-discipline coordination required to meet severely handicapped students' needs.

Collected information should meet the various requirements of local, state (see Figure 5 for an example of a completed Massachusetts educational plan), and federal agencies. This information can supply teachers, PTs, etc., with operational statements for implementing instruction, while providing administrators with the basis for allocating personnel, materials and fiscal resources for determining placement and eligibility. The information also can be used as the individualized educational plan documentation required by P.L. 94-142 (present level of functioning, annual goals, specific objectives, etc.).

Summary

The IEP process provides the information necessary to meet the program planning, implementation and review elements required by P.L. 94-142, while at the same time, it encourages the development of interdisciplinary cooperation and coordination necessary to meet the needs of this group of very special learners.

In conclusion, P.L. 94-142 with its requirement for educational plans, provides a basis for the reconceptualization of our present public school system necessary for the successful implementation of a zero reject model. It is the beginning of a system which will be refined by experience. It is an accountable system, and it can provide for movement towards a broader range of life options for all severely handicapped students. The IEP process also can provide our educational system with exciting new opportunities to serve all children better. It is a starting point, one that is hopeful and energetic, that allows parents and educators to work together in developing and refining our capabilities to best serve children.

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